

Class | ENG 1101 D320 | MW 10:00AM-11:15AM | M307

Lab | ENG 1101 C320 | M 9:00AM-9:50AM | M307

Class | ENG 1101 D380 | MW 1:00PM-2:15PM | M301

Lab | ENG 1101 C380 | M 2:30PM-3:20PM | M205

Professor: Dr. Jason W. Ellis | Office: Namm N-520 | Contact: jellis@citytech.cuny.edu

Office Hours: M 3:30-4:00PM, W 2:30-4:00PM, and by appointment

**Class Description**

City Tech’s ENG 1101, English Composition I course prepares you for the kinds of communication, research, and literacies that you will develop and use throughout your academic and professional careers. You might ask, “How does it do this?” Fundamentally, it develops your understanding, application, and critical awareness of these two concepts: 1) Communication is rhetorical, and 2) Communication is multimodal, or WOVEN (written, oral, visual, electronic, and nonverbal). This course introduces these concepts to you through lectures, activities, and projects. You will build on what you learn now in all of your other coursework and your professional life.

Each ENG 1101 class is unique, because while each one has the same basic outcomes, each is taught by an instructor with his or her own research and pedagogical approach. In our class, we will use the interdisciplinary field of the neurosciences as a way to focus our conversations and projects. Of course, communication is about the transference of information via the senses and processed by each audience member’s brain. In addition, the brain and its embodied perception systems define how we are most receptive to receiving communications, thinking about communications, and being persuaded by communications. Furthermore, digital communication and computing technologies are essential to communication, which you need to master. However, we will study how to use these tools with a critical eye toward the effect of these technologies on the way we think and communicate with one another.

**Learning Objectives and Prerequisites (See Additional Handout)**

**Required Texts:**

Carr, Nicholas. *The Shallows: What the Internet is Doing to Our Brains*. New York: W. W. Norton & Co., 2010. Print.

Medina, John. *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School*. Seattle: Pear Press, 2008. Print.

Other readings will be made available on our OpenLab website or via emailed links to content.

**Required Resources:**

Access to a computer with Microsoft Office, OpenOffice, or LibreOffice. While you will submit most of your work on the OpenLab BuddyPress/WordPress platform, you will use Office-suite software to compose your drafts. We will go over how to use the tools built into this software to improve your writing before posting it online.

Ability to print documents.

Bring a notebook to each class for in-class and lab-related assignments, and of course, for note taking. I recommend using a 3-ring binder and loose leaf, college-ruled paper. If you use a spiral bound notebook, you will want to find one that allows you to remove your paper without leaving jagged edges.

Access your City Tech email. **This has to be taken care of immediately.**

Signup for an account at openlab.citytech.cuny.edu and join our class (will be discussed in class). **This has to be taken care of immediately after accessing your email.**

**Recommended Resources**

City Tech’s Ursula C. Schwerin Library, Atrium 4th Floor: [http://library.citytech.cuny.edu](http://library.citytech.cuny.edu/)

City Tech Learning Center, Atrium G-18: <http://www.citytech.cuny.edu/students/learningcenter/>

City Tech Campus-Wide Computer Labs: <http://cis.citytech.cuny.edu/Administrative/it_admin_computerlab.aspx>

Student Computing Help Desk, Namm 124C: <http://cis.citytech.cuny.edu/Student/it_student.aspx>

City Tech Student Handbook: <http://www.citytech.cuny.edu/files/students/handbook.pdf>

City Tech College Catalog: <http://www.citytech.cuny.edu/academics/catalog_listing.shtml>

Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/>

**Grading Policy**

Due dates are on the tentative schedule below. Instructions for these assignments will be given to you with plenty of time to discuss them with me or your peers before they are due. Should you have any questions, concerns, or issues about an assignment, you MUST speak with me BEFORE an assignment is due, because ALL GRADES FOR THIS COURSE ARE FINAL. This means that I will not entertain student arguments for grade changes after an assignment is completed. Also, failure to complete any major assignment in the course may result in the failure of the course as a whole. Should you find yourself having trouble, you MUST speak with me BEFORE an assignment is due. I will not listen to any arguments after an assignment is completed. If assignments are submitted late, one letter grade will be deducted from the assignment’s score for each day that the assignment is late.

**Attendance Policy**

City Tech permits students to miss three absences without penalty. There is no distinction between excused or unexcused absences. An absence does not give you an extension on assignment or presentation due dates. It is your responsibility to have your work submitted on time. Presentations cannot be made up except in the most exceptional cases. Students are expected to arrive on time and remain in class for its duration. Each late arrival or early exit will equal half of an absence. Excessive absence can result in failure of the course or a final WU grade.

**Weekly Writing Lab**

City Tech’s ENG 1101 course has a weekly one-hour writing lab. Attendance and participation in the lab is a class requirement. During the lab, you will have activities, assignments, peer review, and other class-related tasks that will improve your writing and reinforce key course concepts including rhetoric, multimodality, and process. Always be prepared to write.

**Course Grade Distribution**

|  |  |  |  |
| --- | --- | --- | --- |
| Project | Description | Multimodality | Value |
| **Project 1: Writing the Brain** | Choose a topic that you think about often and that you feel says a lot about you as a person, and write a personal essay of at least 1,250 words exploring how and why that topic tells your audience something about who you are. This essay should emphasize your experiences, thinking, and reflection. You will have an opportunity to improve your work through the writing process before submitting it on our OpenLab site. You can strengthen your essay’s impact by manipulating the conventions of online publishing for your purposes and incorporating photos or videos of your own. | Written (notes, essay, photos, and reflection)  Oral (group discussion and peer review)  Visual (essay, photos, and website)  Electronic (word processor, photos, and website)  Nonverbal (team interaction) | **15%** |
| **Project 2: Wiring Your Brain for the Future** | Use this project as an opportunity to learn more about your college major and future career. Using the City Tech College Catalog, the BLS’s *Occupational Outlook Handbook*, and other sources to explain your major and career to others in an essay of at least 1,250 words. You will have an opportunity to improve your work through the writing process before submitting it on our OpenLab site. You can strengthen your essay’s impact by manipulating the conventions of online publishing for your purposes and incorporating photos or videos of your own. | Written (notes, essay, photos, and reflection)  Oral (group discussion and peer review)  Visual (essay, photos, and website)  Electronic (word processor, photos, and website)  Nonverbal (team interaction) | **20%** |
| **Project 3: The Effect of Computing and Communication Technology on Your Brain** | Considering our conversations in regard to *The Shallows* and your own research, write a well-developed argument about the relationship of technology and the human brain in an essay of at least 1,250 words. You will have an opportunity to improve your work through the writing process before submitting it on our OpenLab site. You can strengthen your essay’s impact by manipulating the conventions of online publishing for your purposes and incorporating photos or videos of your own. Finally, you will have an opportunity to give a brief presentation summarizing your essay. | Written (notes, essay, photos, and presentation notes)  Oral (group discussion, peer review, and presentation)  Visual (essay, website, PowerPoint, photos, video, and website)  Electronic (word processor, PowerPoint, photos, videos, and website)  Nonverbal (team interaction and presentation) | **20%** |
| **Writing Assignments and OpenLab Blog** | This category of important work is ¼ of your overall grade. It includes 10 minutes of writing at the beginning of each class, posting your in-class handwritten summaries as typed comments on OpenLab once a week, and using our weekly writing lab time for writing and related work-supporting tasks. | Written (Notes, OpenLab blog comment)  Electronic (OpenLab blog comment) | **25%** |
| **Individual Reading Presentation** | Each student will have an opportunity to give a brief presentation on a given day’s reading assignment. These presentations should be approximately 5 minutes long, supported by a Powerpoint presentation, and accompanied by notes (you may bring printed notes or handwritten notes on 3x5 note cards). | Written (PowerPoint slides and speaking notes)  Oral (speaking to the class)  Visual (PowerPoint slides)  Electronic (PowerPoint slides)  Nonverbal (speaking to the class) | **10%** |
| **Final Exam** | This is a departmental exam that tests your ability to read and discuss a nonfiction article in a well-developed essay written during our last class. Following departmental policy, you must pass the exam to pass the course overall. | Written (hand writing in Blue Book) | **10%** |
| **Total** |  |  | **100%** |

**Teaching Philosophy and Standards for Professor Performance**

As a first generation college graduate, I deeply understand the importance of a college education. Furthermore, my experiences as a student—positive and negative—inform the way that I design and teach classes. I know firsthand and by studying the research of others that learning and cognitive development takes place best through extensive practice and challenging work. Put another way, you have to work out your brain as you work out your cardiovascular system (work over time) and your muscular system (repetitions and exceeding prior limits). If you are not metaphorically sweating and in pain, you are likely not achieving the cognitive development that you desire. Think of me as your trainer. I will teach you techniques, I will encourage you to push past what you think you are capable of, and I will spot you to make sure that you are safe. As a class, we should all be working together and supporting one another.

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| You can expect me to:   * Be professional inside and outside the classroom. * Treat you like an adult in a professional and respectful manner. * Be prepared for class. * Attend class regularly. * Respond promptly to email communication. * Adhere to my policies and standards. * Be available for student meetings with an appointment. * Maintain a positive attitude. * Be a problem solver. * Offer thoughtful, constructive criticism on your work. * Be a coach, instead of a “sage on the stage,” in the classroom. * Be a mentor. | You should not expect me to:   * Accept notes or other documents from third parties excusing you from class or other activities. * Respond favorably to excuses of any kind. * Answer emails or phone calls from parents, guardians, or other third parties. * Be available outside my office hours without an appointment. * Respond favorably to any argument for missing my class or leaving my class early because of activities in another class. * Make exceptions to my policies and standards. * Grant make-ups. * Accept late work without a *pre-arranged* extension. * Answer emails on the weekends. |

**Standards for Student Performance**

Another important aspect of this class is developing your professionalism. Expect to be held to these professional standards in our class:

* **Respect deadlines.** In the workplace, you will be held to a high standard of making and meeting project deadlines. I do not accept late work unless the student speaks with me about arranging an extension. I do not guarantee extension, but I often grant them if there is a documented, compelling need that is identified before an assignment is due.
* **Do not expect make-ups.** In the workplace, there are consequences for poor performance or incomplete projects. Likewise in our class, you should not expect any make-up opportunities for late or incomplete work. Students who participate in school sanctioned absences are a possible exception, but it is the responsibility of those students to meet with me before assignments are due to discuss and establish a plan for the individual student.
* **Arrive on time for class and stay for the duration of class.** Being late or leaving early can be disruptive and are disrespectful in any situation, especially in the workplace. I assign partial absences to students who arrive late or leave early, because those students miss a portion of the class lecture, exercises, or team participation. Students who are perpetually late run the risk of receiving a failing grade in the class.
* **Respect others.** Following a workplace example, we will treat our class as meetings. This means that you should not disrupt class with texting, phone calls, or unnecessary computer sounds. Furthermore, you should respect the people who you work with in class on daily assignments or major projects. Give one another your full attention, your attention to detail, and your vast wealth of expertise. In addition, be receptive to constructive criticism and provide it in full measure to your classroom colleagues.
* **Maintain a positive attitude.** Many of your projects will be collaborative. Having a negative attitude can influence your and your teammates’ performance and success. Put your best foot forward regardless of any situation’s challenges.
* **Be a problem solver.** This is the best strategy for maintaining a positive attitude. The workplace is replete with problems, miscommunications, and difficulties. In any job or situation, we should work toward solutions, compromises, and successful communication. This involves identifying where the problem lies, figuring out a solution, applying the solution, evaluating its success, and revising if possible until the problem is fully resolved (or as resolved as possible). This class gives you many opportunities to be a problem solver in preparation for the higher stakes of the workplace.

**Student Opportunities for Developing Significant Skills**

* **Reading:** As indicated on the schedule, there will be approximately 25 pages of reading due for each class on average.
* **Writing:** Each class begins with a brief writing prompt related to that day’s reading. This helps you gather your thoughts together before discussion and the regular writing practice has been shown to improve writing ability in general. This is true for native English speakers and English language learners (ELL) alike.
* **Problem Solving and Critical Thinking:** Through your work in the class, you will have many opportunities to develop heuristics based on your critical analysis of complex issues, and you will improve your rhetorical acumen through observation, analysis, discussion, and iterative application of rhetorical techniques.
* **Presentations:** During the semester, each student will have an opportunity to give a low-stakes presentation on a given day’s reading and a higher-stakes research-based presentation on the final major project.
* **Team Work:** Many of the daily exercises will involve cooperative teamwork of several students. Some of the major projects will require teams of students to work together for an extended time on a collaborative project. Developing rhetorically effective communication is also process-driven. This means that we will rely on peer review to improve your writing as part of a process of revision that you can employ in your other classes and in the workplace.
* **Multimodality:** The assignments in this class were designed to give you an opportunity at working with WOVEN modalities in different ways. As we will learn from our neuroscience readings, humans integrate and remember information that is meaningfully conveyed using multimodalities. You will learn how to do this more effectively.
* **Professional Responsibility:** It is your responsibility to follow the schedule, obtain notes from your classmates when absent, communicate with the professor if there are concerns or problems that might affect your success in the class, and safeguard your work by keeping multiple backups.

**Nondiscrimination Policy**

This class does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender, marital status, disability, or status as a veteran. Alternative viewpoints are welcome; however, statements that are deemed racist, sexist, homophobic, classist, or otherwise discriminatory toward others in the class or outside the class will not be tolerated.

**Accommodations Policy**

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Student Support Services Program (SSSP). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from SSSP, which is located in A-237. It is the student’s responsibility to initiate contact with the SSSP staff and to follow the established procedures for having the accommodation notice sent to the instructor.

**Communication**

School email is the official medium of communication for our class. You should use it to contact me with questions or to arrange appointments for office hours. You are expected to check it regularly for announcements relating to the class. I will not discuss grades by email, but I will be happy to discuss student grades in person during my office hours or by appointment. Please feel free to stop by during my office hours, but please send me an email beforehand so that I can prepare appropriately for what you would like to discuss.

**Office Hours**

I encourage students to meet with me outside of class to discuss their work. If you cannot meet with me during my office hours, you may setup an appointment to meet with me at another time. Students should send me an email at least 24 hours in advance requesting a meeting and including information about the student’s available meeting times for the next few days.

**New York City College of Technology Policy on Academic Integrity**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog (<http://www.citytech.cuny.edu/academics/catalog_listing.shtml>).

While we will discuss academic integrity and plagiarism in class, please do not hesitate to seek my advice on this subject should you have any question at any time before an assignment is due. In our class, any writing or work by others that you incorporate into your writing and work should be properly attributed using MLA professional style. There is a section on MLA in the Purdue OWL website (<https://owl.english.purdue.edu/owl/resource/747/01/>). City Tech provides a list of tips on avoiding plagiarism (<http://www.citytech.cuny.edu/students/academic_integrity/plagiarism_tips.pdf>).

**Tentative Schedule**

I believe that classes should be organic and adaptive for each group of students. Therefore, I reserve the right to alter the following tentative schedule depending on the needs of the class as a whole. This also means that you have to be involved and invested to reap the greatest reward from our class. If you have suggestions for supplemental readings or viewings, please share them with me. If you have questions about the course content, please speak with me.

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| --- | --- | --- | --- | --- | --- |
| Week | Day | Date | Announcements | Reading | Due |
| 1 | M | 8/31 | **FIRST DAY OF CLASS**  Instructor, class, and syllabus introductions.  Activate your City Tech email if you have not already done so.  Create an account on openlab.citytech.cuny.edu.  Navigate to our OpenLab site and join. | Syllabus available on OpenLab. | Using your City Tech email address, signup for an account on OpenLab.citytech.cuny.edu and join our class.  Print out a copy of the syllabus. |
|  | W | 9/2 | Assign seats and give reading presentation assignments.  Discuss reading presentations.  Note taking basics.  Begin foundational lectures on rhetoric and multimodality. |  | **Complete last page of syllabus and return to the professor at the end of class or beginning of next class.** |
| 2 | M | 9/7 | No Class. |  |  |
|  | W | 9/9 | Introduce Project One. |  | **Beginning of class writing: summary of reading.** |
|  | Th | 10/10 | Follow a Monday schedule.  Student-led introduction to the reading. | Seven, “12 Rules to Boost Your Brainpower,” <http://goo.gl/ZjfGyu>  Medina, “About the Author,” <http://www.johnmedina.com/index.php?q=bio> | **Beginning of class writing: summary of reading.** |
| 3 | M | 9/14 | No Class. |  |  |
|  | W | 9/16 | Student-led introduction to the reading. | Medina, *Brain Rules*, Introduction. | **Beginning of class writing: summary of reading.**  **OpenLab: Type and post your reading summaries from previous week as comments to the appropriate blog posts on our OpenLab before arriving to class today.** |
| 4 | M | 9/21 |  | Medina, *Brain Rules*, Exercise. | **Beginning of class writing: summary of reading.**  **OpenLab: Type and post your reading summaries from previous week as comments to the appropriate blog posts on our OpenLab before arriving to class today.** |
|  | W | 9/23 | No class. |  |  |
| 5 | M | 9/28 | Student-led introduction to the reading. | Medina, *Brain Rules*, Sleep. | **Beginning of class writing: summary of reading.**  **OpenLab: Type and post your reading summaries from previous week as comments to the appropriate blog posts on our OpenLab before arriving to class today.** |
|  | W | 9/30 | Student-led introduction to the reading. | Medina, *Brain Rules*, Stress. | **Beginning of class writing: summary of reading.** |
| 6 | M | 10/5 | Student-led introduction to the reading.  Introduce Project Two. | Medina, *Brain Rules*, Wiring. | **Beginning of class writing: summary of reading.**  **OpenLab: Type and post your reading summaries from previous week as comments to the appropriate blog posts on our OpenLab before arriving to class today.**  **Project One blog post due on our OpenLab site.** |
|  | W | 10/7 | Student-led introduction to the reading. | Medina, *Brain Rules*, Attention. | **Beginning of class writing: summary of reading.** |
| 7 | M | 10/12 | No class. |  |  |
|  | W | 10/14 | Student-led introduction to the reading. | Medina, *Brain Rules*, Memory. | **Beginning of class writing: summary of reading.**  **OpenLab: Type and post your reading summaries from previous week as comments to the appropriate blog posts on our OpenLab before arriving to class today.** |
| 8 | M | 10/19 | Student-led introduction to the reading. | Medina, *Brain Rules*, Sensory Integration. | **Beginning of class writing: summary of reading.**  **OpenLab: Type and post your reading summaries from previous week as comments to the appropriate blog posts on our OpenLab before arriving to class today.** |
|  | W | 10/21 | **Library Orientation: Meet outside of the library entrance on the fourth floor of the Atrium.** |  |  |
| 9 | M | 10/26 | Student-led introduction to the reading. | Medina, *Brain Rules*, Vision.  Medina, *Brain Rules*, Music. | **Beginning of class writing: summary of reading.**  **Blog: Type and post your reading summary from previous class to our OpenLab blog before class.**  **OpenLab: Type and post your reading summaries from previous week as comments to the appropriate blog posts on our OpenLab before arriving to class today.** |
|  | W | 10/28 | Student-led introduction to the reading. | Medina, *Brain Rules*, Gender. | **Beginning of class writing: summary of reading.** |
| 10 | M | 11/2 | Student-led introduction to the reading.  Midterm grades available. | Medina, *Brain Rules*, Exploration. | **Beginning of class writing: summary of reading.**  **OpenLab: Type and post your reading summaries from previous week as comments to the appropriate blog posts on our OpenLab before arriving to class today.** |
|  | W | 11/4 | Student-led introduction to the reading.  Introduce Project Three. | Carlson, “Nicholas Carr on the ‘Superficial’ Webby Mind,” <http://goo.gl/VqyHVm>  Carr, “A writer of books, essays, and ephemera,” [http://www.nicholascarr.com](http://www.nicholascarr.com/) | **Beginning of class writing: summary of reading.**  **OpenLab: Type and post your reading summaries from previous week as comments to the appropriate blog posts on our OpenLab before arriving to class today.**  **Project Two blog post due on our OpenLab site.** |
| 11 | M | 11/9 | Student-led introduction to the reading. | Carr, *The Shallows*, Prologue and One. | **Beginning of class writing: summary of reading.**  **OpenLab: Type and post your reading summaries from previous week as comments to the appropriate blog posts on our OpenLab before arriving to class today.** |
|  | W | 11/11 | Student-led introduction to the reading. | Carr, *The Shallows*, Two and a digression. | **Beginning of class writing: summary of reading.** |
| 12 | M | 11/16 | Student-led introduction to the reading. | Carr, *The Shallows*, Three. | **Beginning of class writing: summary of reading.**  **OpenLab: Type and post your reading summaries from previous week as comments to the appropriate blog posts on our OpenLab before arriving to class today.** |
|  | W | 11/18 | Student-led introduction to the reading. | Carr, *The Shallows*, Four and a digression. | **Beginning of class writing: summary of reading.** |
| 13 | M | 11/23 | Student-led introduction to the reading. | Carr, *The Shallows*, Five. | **Beginning of class writing: summary of reading.**  **OpenLab: Type and post your reading summaries from previous week as comments to the appropriate blog posts on our OpenLab before arriving to class today.** |
|  | W | 11/25 | Student-led introduction to the reading. | Carr, *The Shallows*, Six. | **Beginning of class writing: summary of reading.** |
| 14 | M | 11/30 | Student-led introduction to the reading. | Carr, *The Shallows*, Seven and a digression. | **Beginning of class writing: summary of reading.**  **OpenLab: Type and post your reading summaries from previous week as comments to the appropriate blog posts on our OpenLab before arriving to class today.** |
|  | W | 12/2 |  | Carr, *The Shallows*, Eight. | **Beginning of class writing: summary of reading.** |
| 15 | M | 12/7 | Project Three Presentations. | Carr, *The Shallows*, Nine and a digression. | **Beginning of class writing: summary of reading.**  **OpenLab: Type and post your reading summaries from previous week as comments to the appropriate blog posts on our OpenLab before arriving to class today.**  **Project Three Blog Post Due on OpenLab.** |
|  | W | 12/9 | Project Three Presentations.  Handout readings for practice final exam. | Carr, *The Shallows*, Ten and Epilogue. |  |
| 16 | M | 12/14 | Practice final exam during class. |  | **OpenLab: Type and post your reading summaries from previous week as comments to the appropriate blog posts on our OpenLab before arriving to class today.** |
|  | W | 12/16 | Discuss practice final exam and class wrap up.  Handout readings for final exam. |  |  |
| 17 | M | 12/21 | **LAST DAY OF CLASS.**  Final exam during class. |  |  |
|  |  |  | Final grades available on CUNYfirst after midnight on 12/29. |  |  |

**Syllabus/Policy Acknowledgment and Permission Statement**

**PLEASE READ, SIGN, AND RETURN THESE STATEMENTS BY OUR NEXT CLASS**.

I affirm that I have read the entire syllabus and policy sheet for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and understand the information and the responsibilities specified.

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DIRECTIONS: Read carefully and check all that apply.

* I give my instructor, JASON W. ELLIS, permission to use copies of the work I do for this course, as examples in this and other courses, as examples in presentations, and in print and electronic publications.
* I do NOT give my instructor, JASON W. ELLIS, permission to use copies of the work I do for this course, as examples in this and other courses, as examples in presentations, and in print and electronic publications.

Please indicate whether you want to be acknowledged if your work is used:

* Please use my name in association with my work.
* Please use my work, but do NOT acknowledge me.

If your instructor decides to use your work, he//she may wish to contact you. Please provide your contact information below:

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